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A COURSE OF STUDY IN OUTLINE FOR THE KINDERGARTEN GRADES OF THE BIBLE SCHOOL.

By PROFESSOR GEORGE W. PEASE,
Hartford School of Religious Pedagogy, Hartford, Conn.

ONE of the pressing problems of the church today is to provide for its Bible schools a course of study which shall be pedagogically constructed, and at the same time adapted to the peculiar conditions under which the Bible schools must do their work. One of the most difficult parts of this problem is that which deals with the younger children in the primary department, and especially with those who are to be found in the kindergarten grades, ranging in age from four to six years. But whatever the course finally adopted, it must relate itself very closely to the characteristics, mental powers, and interests of the various periods of life, if it is to be productive of the best results in the development of Christian character. In suggesting, then, a course of study for the children in the kindergarten grades, let us note first some of the characteristics, mental powers, and interests of children from four to six years of age.

A marked characteristic of this early part of the childhood period is the strength of the animistic impulse—the impulse to invest inanimate objects with all of the attributes of personality. “Their powerful imagination and strong feelings master them so that they do not distinguish clearly between the real and the imaginary, and until they are four or five often do not know that their dreams are not realities. The line between feeling, will, and intellect is hardly distinguishable. This confusion begins to clear up after five or six, but the stronger impulse to attribute to everything else the child’s own feelings, or animism, is still present at seven, and falls away only slowly till adolescence.”¹ Practically everything, even the most unpromising things, come in for this warm, vitalizing touch of the child’s fancy.

Another characteristic of the period is the extreme suggestibility of the child. Dr. Small, in his extended study of the subject,² comes to the conclusion that “in healthy children suggestibility is (1) a universal condition, (2) high in degree, (3) largely within the control of anyone who knows the working of the child-mind.”

¹ ELLIS, *Pedagogical Seminary*, Vol. V, p. 172. ² *Ibid.*, Vol. IV, pp. 176 ff.

Somewhat closely related to this suggestibility of the child is the imitative instinct. The power of imitation and the power of imagination form two of the most important factors in child-development, and both play a large part in moral and religious education. When we consider the strength of this imitative instinct in the child, and the almost hypnotic state of suggestibility in which we find him during the early part of childhood, the importance of his environment and of the suggestions which come to him from the teacher in the class and the parent in the home cannot be overestimated.

During this period the imagination is extremely active, although children differ widely in imaginative power. Professor Burnham says,³ with reference to the individual differences in children in productive imagination: "With some children it may be necessary to check imagination. With others the effort should be to develop it. And it is well to remember that most children have sufficient imagination to vivify what is dull and prosaic to us. What you tell a child of wolves and bears, of tramps and robbers, of the dark forest and all-devouring sea, of giants, ogres, angels, devils and future punishment, is not apperceived in the dull prosaic way in which you tell it; but it grows appalling in that vivid ideal world in which it finds lodgment. The whole subject of religious education especially should be studied in relation to the child's productive imagination." The imagination in children needs the support of sense-perception. For this reason the teacher should not hesitate to use objects, pictures, rough drawings, or any form of illustrative material which will aid the child to visualize the scene as it is presented to him verbally in the story.

There are two other characteristics which should be noted: the child's selfishness, and his fears. All the impulses of the child are centered in self and the satisfaction of its wants. While we cannot expect to make unselfishness a strong characteristic in young children, still our course of instruction should be planned so as to provide for a natural development of whatever germs of altruism may be present. Again, young children are naturally fearful. With children under six, fears due to real objects are much more numerous than imaginary fears; these latter increase in number as the child grows older. In this case knowledge and faith will help to overcome much of the natural fearfulness of the child.

With reference to the interests of the period one of the earliest and strongest is that in the causal idea. Miss Davis finds⁴ that the fields

³*Pedagogical Seminary*, Vol. II, p. 223.

⁴*Child Study Monthly*, 1896, pp. 226 ff.

in which interest in the causal idea is shown are natural phenomena, motion, animals, and religious objects. The field in which children find the earliest and best opportunity for the development of this interest is that of nature. The theological interests and ideas of young children are an odd patchwork, the "patchwork being due to the heterogeneous sources of the child's information, his own observations of the visible world on the one hand, and the ideas supplied him by what is called religious instruction on the other." Professor Earl Barnes shows⁵ that young children under six "accept what they have been told without question or comment, recasting their theology, however, into forms that appeal to their experiences and their modes of thought." Two of Professor Barnes's conclusions have reference to the period we are discussing: (1) If young children are to be taught a theology, it must have an anthropomorphic and realistic form. We may teach that God is a spirit, but the child's mind at once invests him with a form and human attributes. (2) Since pictures furnish so much of the imagery with which they deal, children should be surrounded with worthy pictures.

With regard to the mental powers, the powers of perception are the first to develop. Young children are interested in perceptions—what they see, hear, feel, and taste—rather than in conceptions concerning the qualities, relations, classification, and meaning of all these images of the senses. In attempting to understand thoughts presented to them, they translate everything so far as possible into terms of sense-experience, and their ability to understand these thoughts when presented is largely dependent upon the development of their perceptive powers, and the extent of their sense-ideas. The memory is active, but it is a memory for things and concrete facts. Imagination is strongly active, but it is crude and undeveloped, needing the support of the perceptive powers. The thought-powers are comparatively undeveloped. Professor Earl Barnes says⁶ that one of the marked characteristics of the young untrained mind is that "it thinks in bits, pieces, fragments. Lacking continuity, it is easily played upon by suggestion, and goes off along lines of associated ideas. If one could have a map of the ground over which the mind of an ordinary ten-year-old child travels during the forenoon in school, it would be at many points of the course miles away from the route laid down by the curriculum and traveled over by the teacher."

⁵ *Pedagogical Seminary*, Vol. II, pp. 442 ff.

⁶ *Studies in Education*, Vol. I, p. 264.

This is perhaps even more true of the very young child in the Bible-school session. During this period, then, the teacher, while not neglecting to lead the mind to a definite understanding of definite truths, should endeavor to teach as much as possible by suggestion on the one hand and by example on the other. As conscience plays but a small rôle in connection with moral action until about nine years of age, and little then until thirteen years of age, the teacher should not appeal to it nor rely upon it as an important factor in her work.

The foregoing presentation of some of the characteristics, powers, and interests of the young child, together with the fact that the earliest ideas which he gets of God ordinarily center in his creative activity, the child envisaging God as a great being, something of an enlarged father, who is the great world-worker, capable of doing all things, seems to call for the presentation to the child during the first two years of Bible-school instruction, (*i. e.*, from four to six years of age) of the creative aspect of God's nature. This is the simplest and most easily grasped aspect of God's nature, which in itself would indicate its adaptability to the child. Caird says⁷ that "the conceptions of Natural Theology, the idea of God as the Creator, Preserver, Moral Governor of the World, and of the attributes of Power, Wisdom, Goodness, and so on, with which he is invested, do not seem foreign to our intelligence; for they are based on human analogies, and even where they transcend all finite parallels they can be represented to our minds as only an indefinite extension of human qualities. Ordinary thought, in other words, finds no impossibility in representing to itself a personality who is simply a magnified man."

The child should be brought into touch with nature at first hand where possible, God as seen in his works being the guiding thought for the teacher in the presentation of the lesson material. Nature should be presented directly as the handiwork of God, without any of the sentimentalism so often associated with nature-study. "In the beginning God created the heavens and the earth." "The heavens declare the glory of God and the firmament sheweth his handiwork." As then, so now, the world of things is first, and "in the beginning" of the child's religious development the "heavens and the earth" are the elements which first appeal to him, and through which he can get his first glimpse of the Creator, of the "glory of God." If through the use of this nature material we can impress the child with somewhat of a sense of God's power, wisdom, love, and rule, he will just as surely

⁷ *Fundamental Ideas of Christianity*, Vol. I, pp. 56, 57.

react with reverence, trust, love, and obedience as will his brain react light when the optic nerve is stimulated, or sound when the auditory nerve is excited.

An outline of a suggested course of study follows, together with a number of lesson plans showing how a topic may be developed, and a list of a few books helpful to teachers and pupils in these two grades. It is believed that such a course of study is in harmony with the characteristics mentioned, is adapted to the mental powers, and will appeal to the religious interests of the young children. In Grade A the child is shown the love of God in providing for all the needs of all his creatures, and in Grade B he is shown that all things are co-operating with God in this work of providence. The purpose of the two-years' course will have been accomplished if the children receive the idea that God is a God of power, wisdom, and love, and if a desire is created in them to co-operate with God, to become "workers together with him."

OUTLINE FOR GRADE A.

GRADE SUBJECT: GOD THE CREATOR PROVIDING ALL THINGS FOR ALL OF HIS CREATURES.

Topic 1. Creating. Lessons: (1) The great round ball on which we live. (2) The coming of plants, trees, and flowers. (3) The coming of fishes, birds, and animals. (4) The coming of man. (5) Review.

Topic 2. Providing food for all. Lessons: (6) For the trees and plants. (7) For the animals of field and forest. (8) For the birds of the air. (9) Food for us. (10) Food for us. (11) Our beautiful land of plenty. (12) Review.

Topic 3. Providing drink for all. Lessons: (13) The story of the rain-clouds. (14) The story of the spring. (15) The story of the well. (16) The story of the mountain stream. (17) Review.

Topic 4. Providing clothing for all. Lessons: (18) Feather clothing—for the birds. (19) Fur clothing—for the rabbit. (20) Hair clothing—for the dog. (21) Children's winter clothing—wool. (22) Children's summer clothing—cotton. (23) Review. (24) Thanksgiving for these things—food, drink, clothing.

Topic 5. Providing shelter for all. Lessons: (25) Homes in the earth—fox or rabbit. (26) Homes in the water—beaver or muskrat. (27) Homes in the trees—birds. (28) Homes for us. (29) Homes for us. (30) Review.

Topic 6. Providing rest for all. Lessons: (31) The winter rest of the earth. (32) The winter rest of the trees. (33) The winter rest of the animals. (34) Review. (35) The nightly rest of birds and animals. (36) The nightly rest of the workman. (37) The nightly rest of children. (38) Review. (39) The beginning of the sabbath rest. (40) Jesus' teaching about the sabbath rest. (41) Our sabbath rest. (42) Review.

Topic 7. Providing pleasure for all. Lessons: (43) Pleasure through light. (44) Pleasure through color. (45) Pleasure through music. (46) Pleasure through activity. (47) Review. (48) Thanksgiving for these things—shelter, rest, pleasure.

SPECIAL LESSONS.

(49) Preparation for the Christmas lesson. (50) The Christmas lesson (in its proper place). (51) Preparation for the Easter lesson. (52) The Easter lesson (in its proper place).

SUGGESTIVE LESSON PLANS FOR GRADE A.

(Lessons 6 to 8.)

LESSON 6. GOD PROVIDING FOOD FOR TREES AND PLANTS.

Lesson material.

For story: Gould, *Mother Nature's Children*, pp. 81-88; also see the story outline below, "God Providing Food for the Trees and Plants."

For study: Ps. 104: 10, 13, 14, 16, 24; Dana, *Plants and Their Children*; Allen, *The Story of the Plants*, in Appleton's "Library of Useful Stories;" Buckley, *Fairy Land of Science*, Lecture VII; Chase, *Plant Babies and Their Cradles*, and *Buds, Stems and Roots*.

Illustrative material and suggestions.

Objects: Growing plants and grasses with well-defined roots; a maple or oak which has just started.

Pictures: The following Mumford pictures: "Forest Trees," "Liberty Roses," and "Easter Lily."

Literature: Use the following verses, "Waiting to Grow," by Amanda Turner in *Kindergarten Magazine*:

Think what a host of queer little seeds,
Soon to make flowers and mosses and weeds,
Are under the leaves and the ice and the snow,
Waiting, waiting to grow.

Think of the roots getting ready to sprout,
Reaching their slender, brown fingers about,
Under the leaves and the ice and the snow,
Waiting, waiting to grow.

Nothing's so small, or hidden so well,
That God cannot find it and presently tell
His sun where to shine, and his rain where to go,
Helping, helping them grow.

Memory verse printed on slips of paper for distribution.

Observation: Ask the children to plant some grass seed in a small box of good soil, keep the box where it can get the sunshine, water it well, and when the little seeds *begin* to grow, tell them to pull up some of the

blades and see the little rootlets. Or they can put a bulb in a glass half full of water and watch the roots form and grow.

Lesson treatment.

Connecting links: Review very briefly the lessons about the creation story.

We have learned about the creating of the world, the trees and the flowers, the fish of the sea, the animals of the field, the birds of the air, and finally of man himself. For the next few Sundays we are to learn about how God in his love and wisdom provides abundant food for all of his creatures upon this "big round ball on which we live."

Preparation: Question the children about what they need to make them grow tall and strong. Sunshine, and pure air, and exercise. Yes, all of these and plenty of—good food. Nothing can grow without food. Today our story will tell us how God provides food for the trees and plants, and what they do to get this food.

Presentation: Present the story matter in the following detail:

1. The food in the earth: (a) The food stored away in the rocks and hills. (b) The crumbling rocks make soil. (c) The seeds are planted in this soil. (d) The rain prepares the food for the plants.
2. The food in the air: (a) Some food the plants need is not in the soil. (b) This food is stored away in the air. (c) The winds blow the air about so all can get this food.
3. The plant seeking food from the earth: (a) The sun and rain awaken the plant to life. (b) It begins to send out tiny roots. (c) These go in all directions seeking the food in the earth. (d) These rootlets are little mouths which drink in the liquid food they find in the earth.
4. The plant seeking food from the air: (a) The seed sends out roots into the earth—it also sends out stems and leaves into the air. (b) These leaves act like lungs and breathe in food which they find in the air. (c) The wind constantly changes the air and brings more food.

Suggestions for developing the story and using the illustrative material:

Begin the story by referring to the previous topic, the story of creation. God knew that all living things would need food, so when he made the world he stored away an abundance of food for every living thing. In telling about the rocks crumbling and making soil, speak of the combined action of water and frost; perhaps some of the children have had experiences with pitchers of water or milk which have been broken by being frozen. The rain preparing the food—dissolving the mineral food substances—may be made clear by dissolving a little sugar in water. When the story of the plant seeking food in the earth and air is told, show to the children the roots and leaves of the plants which have been prepared, calling attention to the great number of these roots and leaves, and to the way in which they go out in all directions in their search for food in the earth and air. Show the pictures, and give the class the thought that the strength and size of trees, and the beauty and fragrance

of the flowers, are made possible because God has provided an abundance of the right kind of food for them. Ask the children a few simple questions, the answers to which shall express the main elements of the story, and encourage the children to talk freely about what they have learned. Then repeat to the class the verses "Waiting to Grow," and finally give the memory verse and have the class repeat it, but do not try to have it committed to memory at this time.

Desired results.

An impression of the wisdom of God—he knows just what the trees and plants need; and of the love of God—he provides abundantly for all their needs. An impression of the thoughtfulness of God for all of his creatures, he never forgets their needs, not even those of the trees and plants. The associating in the child's mind of God with all natural phenomena.

Memory verse.

"Your heavenly Father feedeth them" (Matt. 6:26).

Home work.

Pasting into the album the pictures, together with the slips containing the memory verse and the verses "Waiting to Grow." Review of the lesson story by the parents. Reading to the child the verses "Waiting to Grow." Helping the child to commit to memory the memory verse. Observation work as suggested.

LESSON 7. GOD PROVIDING FOOD FOR THE ANIMALS OF FIELD AND FOREST.

Lesson material.

For story: A portion of the story, "Ready for Winter," found in Palmer's *One Year of Sunday School Lessons for Young Children*, pp. 159-63; also see the story outline below, "God Providing Food for the Animals of Field and Forest."

For study: Pss. 104:10-22; 147:7-9; Gen. 1:11, 12, 30; Gould, *Mother Nature's Children*, pp. 185-92; Burroughs, *Squirrels and Other Fur Bearers*; Miller, *Little Folks in Feather and Fur*.

Illustrative material and suggestions.

Objects: Grass, corn, grain, and various kinds of nuts.

Pictures: The following Mumford pictures: "The Cow," No. 487; "The Horse," No. 494; "Brittany," No. 342; and "The Fox Squirrel," No. 179; also "Piper and Nutcrackers," Landseer; "Little Freehold," Carter.

Blackboard: at the left of the board sketch a bit of growing grass, some grain, a few stalks of corn, and the outline of a barn; at the right, an oak tree with acorns on the ground beneath, and a tree stump with an opening into the hollow within.

Literature: Use the following verses from Gaynor's *Songs of the Child World*:

Child.

O busy squirrel with shining eyes,
And bushy tail so round,
Why do you gather all the nuts
Which fall upon the ground ?

Squirrel.

I must prepare for winter's cold,
My harvest I must reap,
For when Jack Frost the forest claims,
Within my hole I keep.

Also the following verses from Smith's *Songs for Little Children*:

We plow the fields and scatter
The good seed o'er the land,
But it is fed and water'd
By God's almighty hand.
He sends the snow in winter,
The warmth to swell the grain,
The breezes and the sunshine,
And sweet refreshing rain.

Memory verse printed on slips of paper for distribution.

Observation: Ask the children, during the week, to find out about the kinds of food which other animals use. What does the dog eat? The cat? etc.

Lesson treatment.

Connecting links: Review briefly the last lesson. Question the children about their observation work. We have learned about how God provides abundantly for the trees and plants, and today we are to learn how he cares for the animals of the fields and forests.

Preparation: Question the children about the horse. What does he do for us? And what does he need to make him strong to work? Question about the cow. What does the cow do for us? And what must she have that she may do this? Have you ever seen the squirrels in the trees, or the chipmunks running along the fence? They must have had good food and plenty of it, else they would not be so lively. Today our story will tell us about the food which God provides for the animals, and how they are cared for all the year around.

Presentation: Present the story matter in the following detail:

1. Food for the horses and cattle: (a) Summer food—grass of the fields: (1) the sun awakens the seeds to life; (2) the rain helps them to grow; (3) they keep on growing until winter. (b) Winter food—hay, corn, grain: (1) the farmer sows the seed; (2) God sends his sunshine and rain; (3) at harvest time all is stored away in the great barns.

2. Food for the squirrels and their friends: (a) Daily gathering of summer food: (1) many kinds of nuts from the forest; (2) corn and grain from the fields; (3) grass seed from the meadow. (b) The storing of food for winter: (1) The autumn the squirrel's busy time; (2) they prepare their storerooms for the food; (3) they gather the food from the forest and field and carry it home in their "cheek pockets;" (4) they store away an abundance of nuts and grain; (5) when winter comes they have plenty to eat.

Suggestions for developing the story and using the illustrative material:

As the first part of the story is told, sketch the blackboard scenes in their order—the grass, grain, corn, and barn. Show the pictures of the horse and the cows. In the second part of the story sketch the other parts of the blackboard scenes, and use the three pictures of the squirrels. In both parts the blackboard work must develop with the story. Let the children examine the pictures and encourage them to talk about them. Ask the class a few simple questions, the answers to which shall express the main elements of the story. In connection with these questions use the objects which have been prepared. Then repeat to the class the selected verses, and finally ask the children to repeat the memory verse learned last Sunday, which is also the memory verse for today's lesson.

Desired results.

A deepening of the impression of the wisdom and love of God in providing an abundance of the right kind of food for the animals of field and forest. Also a deepening of the impression of the thoughtfulness of God in remembering his creatures at all times in winter as well as in summer. The awakening of a feeling of gratitude to God for his goodness. (This developed in Lessons 9-11.)

Memory verse.

"Your heavenly Father feedeth them" (Matt. 6:26).

Home work.

Pasting into the album the pictures "Brittany" and "The Fox Squirrel," together with the slips containing the memory verse and the verses about the squirrels and the plowman. Review of the lesson story by the parents. Reading to the child the selected verses. Helping the child to commit thoroughly to memory the memory verse. Observation work as suggested.

LESSON 8. GOD PROVIDING FOOD FOR THE BIRDS OF THE AIR.

Lesson material.

For story: Gould, *Mother Nature's Children*, pp. 57-64; also see the story outline below, "God Providing Food for the Birds of the Air."

For study: Merriam, *Birds through an Opera-Glass*; Burroughs, *Birds and Bees*; Buckley, *Winners in Life's Race*, chaps. vi, vii; Longfellow, "The Birds of Killingworth."

Illustrative material and suggestions.

Pictures: The following Mumford pictures: "The Robin," No. 16; "The Humming-Bird," No. 212; "The Woodpecker," No. 521; "Sea-Gulls," No. 185; and "The Crow," No. 26.

Literature: Use the following verses, "Lisa and the Birds," adapted from the Norwegian by Emilie Poulsson, from *In the Child's World*, pp. 13, 14:

"Tell me," said little Lisa,
 The pretty child so sweet,
 "Where do you tiny birdies
 Find all you need to eat?"
 The little birds in answer
 Sang cheerily: "We know!
 For us a dainty table
 Is spread where'er we go.
 The good brown earth, so kindly,
 Has scarce a single plant
 Which will not feast the birdies
 When seeds or fruits they want."
 Then said the loving Lisa:
 "When winter cold is here
 And everything is frozen,
 Oh, you will starve, I fear!"
 Again the birds chirped gaily:
 "O little maiden kind,
 We fly to lands of sunshine
 Where summer joys we find.
 And for the birds who stay here,
 Ev'n when cold winter comes,
 Some child as sweet as you, dear,
 Will surely scatter crumbs."

Memory verse printed on slips of paper for distribution.

Observation: Ask the children, during the week, to watch the birds, and to find out all they can about the different kinds of foods the birds eat.

Lesson Treatment.

Connecting links: Briefly review the last lesson. Question the children about their observation work. We have learned about how God provides food for the plants and trees, and for the animals of the fields and forests, and today we are to learn about how he cares for the birds of the air.

Preparation: Question the children about the birds. What kinds have they seen? Where have they seen them? What have they been doing? Have they ever seen them searching for food? Where? What do they

find? Today our story will tell us about how God cares for the many kinds of birds, providing plenty of just the right kind of food for each one.

Presentation: Present the story matter in the following detail:

1. Food from the sea: (a) The abundance of fish in the sea. (b) The sea-gulls and other birds find their food there: (1) they live near the sea; (2) they have strong wings; (3) they are expert fishers.
2. Food from the earth: (a) The robins find worms in the earth. (b) The woodpeckers find insects in the tree trunks. (c) The humming-birds find honey in the flowers: (1) the honey hidden away in the bottom of the flower; (2) the humming-bird has a long slender bill to reach the honey; (3) in addition to this he has a long slender tongue. (d) Many birds find abundance of food in the seeds of plants. (e) Corn, grain, and all kinds of fruit also provide the birds with food.
3. Food from the air: (a) The air is full of insect life. (b) The swift-flying swallows find their food there.

Suggestions for developing the story and using the illustrative material:

As each part of the story is given, show the picture of the bird told about. Encourage the children to question freely, and to tell the class if they have noticed anything about the birds feeding. The sparrow, robin, and other birds feeding is such a common sight that even little children have probably noticed it. Ask the class a few simple questions, the answers to which shall express the main elements of the story. Repeat to the class the verses about "Lisa and the Birds," and then question the children as to what they have learned about the food provided for the trees and plants, for the animals and for the birds. Who provides all this food? Have the class repeat the memory verse several times to make sure that the thought of the verse has been associated with the lessons already given.

Desired results.

God's wisdom and love in providing an abundance of the right kind of food for all of his creatures now clearly seen. The impression of the thoughtfulness of God in remembering all of his creatures all the time now a matter of knowledge and belief. The strengthening of the awakened feeling of gratitude to God for all of his goodness.

Memory verse.

"Your heavenly Father feedeth them" (Matt. 6 : 26).

Home work.

Pasting into the album the selected picture (let the children select from the number suggested above), together with the slips containing the memory verse and the verses about "Lisa and the Birds." Review of the lesson story by the parents. Reading to the child the verses "Lisa and the Birds." A further drill upon the memory verse. Observation work as suggested.

BOOKS RELATING TO THE WORK OF GRADE A.

A. REFERENCE READING FOR THE TEACHER.

- ALLEN, *The Story of the Plants* (D. Appleton & Co., New York).
 BEARD, *Curious Homes and Their Tenants* (D. Appleton & Co., New York).
 BUCKLEY, *Fairy Land of Science, Life and Her Children*, and *Winners in Life's Race* (D. Appleton & Co., New York).
 BURROUGHS, *Squirrels and Other Fur Bearers, Birds and Bees* (Houghton, Mifflin & Co., Boston).
 DANA, *Plants and Their Children* (American Book Co., New York).
 GOULD, *Mother Nature's Children* (Ginn & Co., Boston).
 KELLY, *Leaves from Mother Nature's Story Book* (Educational Publishing Co., Boston).
 MERRIAM, *Birds through an Opera Glass* (Houghton, Mifflin & Co., Boston).
 MILLER, *Little Folks in Feather and Fur* (E. P. Dutton & Co., New York).
 SEELEY, *The Story of the Earth* (D. Appleton & Co., New York).
 SHALER, *Outlines of the Earth's History* (D. Appleton & Co., New York).
 WARREN, *From September to June with Nature* (D. C. Heath & Co., Boston).
 WILKINSON, *The Story of the Cotton Plant* (D. Appleton & Co., New York).
 The magazine *Birds and Nature* (A. W. Mumford, Chicago).

B. SUPPLEMENTAL READING FOR THE PUPIL.

(To be read to the pupil by the parents.)

- ANDREWS, *Stories Mother Nature Told Her Children* (Ginn & Co., Boston).
 BASS, *Stories of Plant Life* (D. C. Heath & Co., Boston).
 BOOTH, *Sleepy Time Stories* (G. P. Putnam's Sons, New York).
 GRIEL, *Glimpses of Nature for Little Folks* (D. C. Heath & Co., Boston).
 LINDSAY, *Mother Stories* (Milton Bradley Co., Springfield, Mass.).
 MCCULLOUGH, *Little Stories for Little People* (American Book Co., New York).
 WINNINGTON, *The Outlook Story Book for Little People* (The Outlook Co., New York).